

## Woodland Elementary

1730 Gibb Shoals Rd.  
Greer, SC 29650

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	865 Students	
<b>Principal</b>	Wanda G. Mote	864-848-2344
<b>Superintendent</b>	Phinnize J. Fisher, Ed.D.	864-241-3456
<b>Board Chair</b>	Charles J. Saylor	864-322-9053

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
11	13	0	1	0

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

YES

This school met 27 out of 27 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Good	N/A
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Unsatisfactory	Yes
<b>2005</b>	Good	Unsatisfactory	Yes

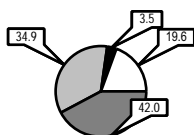
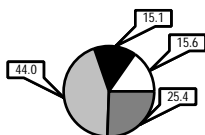
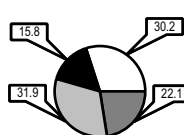
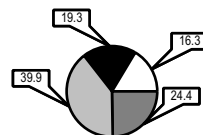
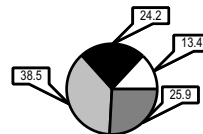
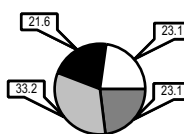
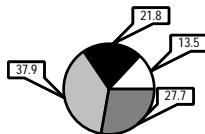
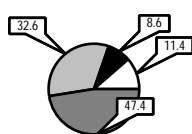
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	429	99.1	19.2	35.1	42.2	3.5	55.8	Yes	Yes
<b>Gender</b>									
Male	220	99.6	20.9	41.7	35.0	2.4	47.1		
Female	209	98.6	17.4	27.9	50.0	4.7	65.3		
<b>Racial/Ethnic Group</b>									
White	305	99.3	13.4	32.8	49.3	4.5	63.8	Yes	Yes
African American	49	100.0	40.5	40.5	16.7	2.4	21.4	Yes	Yes
Asian/Pacific Islander	13	100.0	0.0	46.2	53.8	0.0	69.2	I/S	I/S
Hispanic	62	96.8	39.2	41.2	19.6	0.0	35.3	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	359	98.9	14.0	35.3	46.8	4.0	61.1		
Disabled	70	100.0	44.8	34.3	19.4	1.5	29.9	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	429	99.1	19.2	35.1	42.2	3.5	55.8		
<b>English Proficiency</b>									
Limited English Proficient	46	97.8	47.5	40.0	12.5	0.0	27.5	I/S	Yes
Non-Limited English Proficient	383	99.2	16.0	34.6	45.5	3.9	59.0		
<b>Socio-Economic Status</b>									
Subsidized meals	115	99.1	34.3	36.3	29.4	0.0	36.3	Yes	Yes
Full-pay meals	314	99.0	13.9	34.7	46.6	4.8	62.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	429	99.5	15.2	44.2	25.5	15.2	59.6	Yes	Yes
<b>Gender</b>									
Male	220	100.0	13.6	44.2	25.2	17.0	59.7		
Female	209	99.0	16.8	44.2	25.8	13.2	59.5		
<b>Racial/Ethnic Group</b>									
White	305	99.3	10.3	42.1	29.7	17.9	66.9	Yes	Yes
African American	49	100.0	38.1	47.6	7.1	7.1	28.6	Yes	Yes
Asian/Pacific Islander	13	100.0	0.0	30.8	38.5	30.8	76.9	I/S	I/S
Hispanic	62	100.0	27.5	56.9	13.7	2.0	39.2	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	359	99.4	10.0	44.7	28.6	16.7	65.7		
Disabled	70	100.0	40.3	41.8	10.4	7.5	29.9	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	429	99.5	15.2	44.2	25.5	15.2	59.6		
<b>English Proficiency</b>									
Limited English Proficient	46	100.0	30.0	52.5	12.5	5.0	37.5	I/S	Yes
Non-Limited English Proficient	383	99.5	13.5	43.3	27.0	16.3	62.1		
<b>Socio-Economic Status</b>									
Subsidized meals	115	100.0	29.4	52.9	11.8	5.9	35.3	Yes	Yes
Full-pay meals	314	99.4	10.2	41.2	30.3	18.4	68.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	428	99.1	29.6	32.2	22.3	15.9	38.2
<b>Gender</b>							
Male	220	99.6	30.1	34.5	22.3	13.1	35.4
Female	208	98.6	29.1	29.6	22.2	19.0	41.3
<b>Racial/Ethnic Group</b>							
White	304	99.0	22.5	31.5	26.0	20.1	46.0
African American	49	100.0	59.5	28.6	4.8	7.1	11.9
Asian/Pacific Islander	13	100.0	0.0	30.8	53.8	15.4	69.2
Hispanic	62	96.8	52.9	39.2	7.8	0.0	7.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	358	98.9	23.8	34.5	23.5	18.3	41.8
Disabled	70	100.0	58.2	20.9	16.4	4.5	20.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	428	99.1	29.6	32.2	22.3	15.9	38.2
<b>English Proficiency</b>							
Limited English Proficient	46	97.8	55.0	37.5	5.0	2.5	7.5
Non-Limited English Proficient	382	99.2	26.8	31.5	24.2	17.5	41.7
<b>Socio-Economic Status</b>							
Subsidized meals	114	99.1	51.5	31.7	14.9	2.0	16.8
Full-pay meals	314	99.0	22.1	32.3	24.8	20.7	45.6

<b>Social Studies</b>							
All Students	428	99.1	15.7	40.3	24.6	19.5	44.1
<b>Gender</b>							
Male	220	99.6	15.0	41.3	24.3	19.4	43.7
Female	208	98.6	16.4	39.2	24.9	19.6	44.4
<b>Racial/Ethnic Group</b>							
White	304	99.3	9.3	38.4	27.0	25.3	52.2
African American	49	100.0	42.9	38.1	16.7	2.4	19.0
Asian/Pacific Islander	13	100.0	0.0	23.1	61.5	15.4	76.9
Hispanic	62	96.8	33.3	56.9	7.8	2.0	9.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	358	98.9	10.7	41.2	26.5	21.6	48.2
Disabled	70	100.0	40.3	35.8	14.9	9.0	23.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	428	99.1	15.7	40.3	24.6	19.5	44.1
<b>English Proficiency</b>							
Limited English Proficient	46	97.8	42.5	45.0	12.5	0.0	12.5
Non-Limited English Proficient	382	99.2	12.7	39.7	25.9	21.7	47.6
<b>Socio-Economic Status</b>							
Subsidized meals	114	99.1	33.7	46.5	13.9	5.9	19.8
Full-pay meals	314	99.0	9.5	38.1	28.2	24.1	52.4

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	119	100.0	12.0	20.5	52.1	15.4	67.5
	4	152	99.3	18.9	40.5	37.8	2.7	40.5
	5	141	99.3	13.1	53.3	32.1	1.5	33.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	119	100.0	8.8	22.1	61.9	7.1	69.0
	4	143	97.9	26.0	35.9	35.1	3.1	38.2
	5	167	99.4	21.1	44.1	33.6	1.3	34.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	119	100.0	12.8	35.9	29.1	22.2	51.3
	4	152	99.3	14.9	41.2	25.7	18.2	43.9
	5	141	99.3	11.7	43.1	24.8	20.4	45.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	119	100.0	6.2	53.1	27.4	13.3	40.7
	4	143	98.6	20.6	36.6	28.2	14.5	42.7
	5	167	100.0	17.1	44.1	21.7	17.1	38.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	119	100.0	20.4	39.8	27.4	12.4	39.8
	4	142	97.9	31.5	29.2	23.1	16.2	39.2
	5	167	99.4	34.9	28.9	17.8	18.4	36.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	119	100.0	7.1	46.9	31.9	14.2	46.0
	4	142	97.9	15.4	40.8	22.3	21.5	43.8
	5	167	99.4	22.4	34.9	21.1	21.7	42.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 865)</b>				
First graders who attended full-day kindergarten	92.9%	Down from 100.0%	99.5%	100.0%
Retention rate	3.4%	Up from 3.2%	1.6%	3.0%
Attendance rate	96.8%	Down from 97.0%	97.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.1%	Down from 3.2%	2.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.8%	Down from 2.9%	1.9%	3.2%
Eligible for gifted and talented	19.1%	Down from 23.7%	26.1%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.2%	Down from 8.4%	6.1%	8.2%
Older than usual for grade	0.9%	Up from 0.6%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 49)</b>				
Teachers with advanced degrees	51.0%	Down from 53.3%	56.5%	52.6%
Continuing contract teachers	71.4%	Down from 75.6%	85.0%	83.3%
Highly qualified teachers	100.0%	Up from 97.6%	93.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	95.3%	Up from 88.6%	88.5%	87.0%
Teacher attendance rate	95.9%	Down from 96.0%	95.2%	95.0%
Average teacher salary	\$40,477	Up 0.5%	\$43,340	\$41,703
Prof. development days/teacher	18.7 days	Up from 8.5 days	12.0 days	12.8 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 20.9 to 1	19.7 to 1	18.8 to 1
Prime instructional time	91.6%	Down from 92.3%	91.1%	89.8%
Dollars spent per pupil*	\$4,514	Down 8.7%	\$5,822	\$6,242
Percent of expenditures for teacher salaries*	66.0%	Down from 66.5%	66.3%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Woodland Elementary School serves 875 students in grades K-5th from various cultural backgrounds. Teachers use a variety of instructional materials and strategies to meet the individual needs of each child. By ensuring that our teachers are highly qualified, maintaining high expectations for all children, and incorporating "Best Practices" throughout the curriculum, our students are and will be better prepared to succeed in a challenging academic environment and compete in our rapidly changing world.

A variety of instructional strategies were implemented this year to help us achieve our academic goals and to ensure the success of every child. Our faculty participated in an intensive staff development program that trained our teachers in exemplary practices and brain-based research strategies. We , again, provided a before school tutorial program, "Morning Master Minds", for targeted students and utilized the volunteer efforts of area college students and our neighboring high school's Big Brother/ Big sister program to tutor and mentor struggling students. Additionally, we continued and expanded several successful programs this year - STAR Reader, Larson's Computerized Math, and the Accelerated Reader program. We continue to focus heavily on writing throughout all grade levels and again utilized our KAAT (Kids Are Authors, too) publishing center to publish student made books throughout the year. Our PTA and SIC continue to be integrally involved in seeking ways to provide volunteers, materials, and resources that support and improve our instructional program.

Our school population continues to grow and change. While we have always served a multicultural school community, we saw a significant increase in our ESOL (English Speakers of Other Languages) population this year. We continue to research and seek effective ways to address the academic needs of these students and provide quality support to our instructional staff.

We are proud of the progress we are making and are appreciative of the many parents and community volunteers who continue to support our efforts. The challenges that continue to face us require the combined efforts of all those who are dedicated to the success of every student at Woodland Elementary. Closing the achievement gap in our school and knowing that every child is achieving to his or her potential remains our top priority.

Wanda G. Mote, principal  
Becky Pickett, SIC Chmn.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	44	136	80
Percent satisfied with learning environment	90.7%	83.7%	79.7%
Percent satisfied with social and physical environment	97.7%	89.7%	77.5%
Percent satisfied with school-home relations	90.5%	91.9%	79.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.